

GRADE 4 HEALTH

- Wellness
 - Personal Growth and Development
 - Nutrition
 - Disease and Conditions
 - Safety
- Social and Emotional Health
 - Integrated Skills
 - Interpersonal Communication
 - Decision Making and Goal Setting
- Character Development
 - Advocacy and Service
 - Health Services and Information
- Drugs and Medicine
 - Medicine
 - Alcohol, Tobacco, and Other Drugs
- Human Relationships and Sexuality
 - Relationships
 - Pregnancy and Parenting

Practices:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.

PACING CHART

Unit	Time Frame
Safety	2 - 3 weeks
Character Development	2 - 3 weeks
Social and Emotional Health	2 - 3 weeks
Personal Growth and Development/Nutrition	3 - 4 weeks
Disease and Conditions	2 - 3 weeks
Assisting Others	1 - 2 weeks
Relationships	3 - 4 weeks
Medicines	1 week
Alcohol, Tobacco, and Drugs; Dependency and Addiction	2 - 3 weeks
Sexuality, Parenting and Pregnancy	2 - 3 weeks

Educational Technology

Indicators: 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1

- Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Careers Skills

Indicators: 9.2.4.A.1, 9.2.4.A.3, 9.1.4.B.2

- Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- Identify age-appropriate financial goals.

Career Ready Practices

Indicators: CRP1, CRP3, CRP4, CRP8, CRP9, CRP12

- Act as responsible and contributing citizen and employee.
- Attend to personal health and well-being.
- Communicate clearly and effectively and with reason.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Work productively in teams while using cultural global competence.

Grade: 4	Content: Health
Domain: Safety	Time Frame: 2-3 weeks
New Jersey Student Learning Standards: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.2.2.C. 1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.	

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> • What is the difference between safe and unsafe activities? • Why do you sometimes take a risks that can cause harm to yourself and others? 	<ul style="list-style-type: none"> • Being constantly aware of the environment, others, and taking safety precautions can reduce the risk of injury to oneself and others. 	Students will be able to: <ul style="list-style-type: none"> • Understand the importance of community leaders stranger safety, bike safety, and fire safety • Identify why it is important to use a seat belt when riding in a vehicle. • Describe what a safe/appropriate behavior/touch is. • Examine procedures for traffic, bicycle, and pedestrian safety. Explain how to follow them. • Explain how to prevent injuries at home and in the community. • Identify specific warning labels and describe what they mean. • Identify Bullying

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • Extra time for assigned tasks • Communication system between home and school • Provide a warning for transitions • Buddy students with peers • Provide immediate feedback • Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> ● Safety ● Prevention ● Stranger danger ● Bully ● Risk ● Harm ● Personal safety 	<ul style="list-style-type: none"> ● PE Central www.pecentral.com ● AAPHERD http://www.aapherd.com/ ● SHAPE America http://www.shapeamerica.com ● Discovery Health www.discoveryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observations ● Visual skill checklist ● Open Ended Questions ● Lesson Check ● Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Written Test ● Performance Test <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Refer to accomodations indicated in IEPs, 504s, and ELL instruction. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> ● Social Studies: Follow agreed upon rules for discussions (listening to others and take turns speaking about the topics)
<ul style="list-style-type: none"> ● Reteach/peer teaching activities ● Repeat, clarify, or reword directions ● Restricted warm-up activities ● Fewer skills spread out over a longer period of time ● Lead-up games only ● Modifications in equipment or playing area ● Addition of special game rules for medical or other limitations ● Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> ● Enrichment activities ● Independent student options ● Cross-curricular activities ● Present/Discuss sports current events ● Teach and demonstrate skills to other students 	

Grade: 4	Content: Health
Domain: Character Development	Time Frame: 2-3 weeks
New Jersey Student Learning Standards: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.2.2.C. 1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.	

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> • How are the character and health related? What aspects of our character can be changed? • To what extent to outside influences shape values? • How does bullying affect a person? 	<ul style="list-style-type: none"> • Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service. • Character is who you are when no one is looking. 	Students will be able to: <ul style="list-style-type: none"> • Identify role models in their life, both those that they know, and those they might look up to whom they don't know personally. • Describe how bullying could make someone feel, and make connections to how those actions can affect others. • Explain what values are and give examples that are a part of the school culture. • Identify and recall proper refusal skills.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • Extra time for assigned tasks • Communication system between home and school • Provide a warning for transitions • Buddy students with peers • Provide immediate feedback • Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> ● Bully ● Role model ● Self-esteem/Self worth ● Values ● Character ● Refusal ● Respect ● Fairness ● Trustworthiness ● Responsibility ● Caring ● Citizenship 	<ul style="list-style-type: none"> ● PE Central www.pecentral.com ● AAPHERD http://www.aapherd.com/ ● SHAPE America http://www.shapeamerica.com ● Discovery Health www.disco ● veryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observations ● Visual skill checklist ● Open Ended Questions ● Lesson Check ● Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Performance Test ● Written Test <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Refer to accomodations indicated in IEPs, 504s, and ELL instruction.
<ul style="list-style-type: none"> ● Reteach/peer teaching activities ● Repeat, clarify, or reword directions ● Restricted warm-up activities ● Fewer skills spread out over a longer period of time ● Lead-up games only ● Modifications in equipment or playing area ● Addition of special game rules for medical or other limitations ● Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> ● Enrichment activities ● Independent student options ● Cross-curricular activities ● Present/Discuss sports current events ● Teach and demonstrate skills to other students 	<ul style="list-style-type: none"> ● Social Studies: Follow agreed upon rules for discussions (listening to others and take turns speaking about the topics)

Grade: 4	Content: Health
Domain: Social and Emotional Health	Time Frame: 2-3 weeks
New Jersey Student Learning Standards: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.2.2.C. 1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.	

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> How can you learn to like yourself and others? How do you learn to increase positivity in others? How can you identify and work through conflict? 	<ul style="list-style-type: none"> Developing self-esteem, resiliency, tolerance, and coping skills to support social and emotional health. 	Students will be able to: <ul style="list-style-type: none"> Recognize basic needs (Food, Shelter, Love, Clothing) and differentiate between those needs and wants (things we may like, but don't need). Identify bullying behaviors and explain why they are not appropriate reactions to situations. Explain what self-esteem means and how that can help people feel happy. Identify appropriate behaviors and emotions and distinguish between appropriate and inappropriate reactions. Execute coping skills in situations of conflict or stress.

Special Education	504
<ul style="list-style-type: none"> Extra time for assigned tasks Communication system between home and school Provide a warning for transitions Buddy students with peers Provide immediate feedback Visual and verbal reminders 	<ul style="list-style-type: none"> Adjust length of assignment Communication system between home and school Repeat clarify or reword directions Small group instruction Brief concrete directions Provide immediate feedback Visual graphic organizers

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> • Behavior • Bully • Self-esteem • Social • Emotional • Tolerance • Conflict • Harassment • Stress 	<ul style="list-style-type: none"> • PE Central www.pecentral.com • AAPHERD http://www.aapherd.com/ • SHAPE America http://www.shapeamerica.com • Discovery Health www.discovery.com • veryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observations • Visual skill checklist • Open Ended Questions • Lesson Check • Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Performance Test • Written Test <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Refer to accomodations indicated in IEPs, 504s, and ELL instruction.
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> • Social Studies: Follow agreed upon rules for discussions (listening to others and take turns speaking about the topics)
<ul style="list-style-type: none"> • Reteach/peer teaching activities • Repeat, clarify, or reword directions • Restricted warm-up activities • Fewer skills spread out over a longer period of time • Lead-up games only • Modifications in equipment or playing area • Addition of special game rules for medical or other limitations • Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Present/Discuss sports current events • Teach and demonstrate skills to other students 	

Grade: 4	Content: Health	
Domain: Personal Growth and Development/Nutrition	Time Frame: 3-4 weeks	

New Jersey Student Learning Standards:

- 2.1:Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's systems.
- 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
- 2.2.2.C. 1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> • What makes a healthy food choice? • How does one determine appropriate portion sizes? • How does nutrition affect growth and development? • What are the various body systems? 	<ul style="list-style-type: none"> • There are many short and long term health benefits and risks associated with nutritional choices. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast healthy foods versus unhealthy food and determine alternative options. • Identify the essential food groups and discriminate the types of foods in each group. • Understand what information can be found on a food label and explain why it is important to know. • Demonstrate knowledge and nutrition and why is it an important part of staying healthy. • Determine and identify ingredients found in foods that make it unhealthy.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • Extra time for assigned tasks • Communication system between home and school • Provide a warning for transitions • Buddy students with peers • Provide immediate feedback • Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Vocabulary	Resources	Assessment/Project
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<ul style="list-style-type: none"> • Nutrition • Nutrient • My Plate • Energy • Wellness • Smoking • Circulatory System • Respiratory System 	<ul style="list-style-type: none"> • PE Central www.pecentral.com • AAPHERD http://www.aapherd.com/ • SHAPE America http://www.shapeamerica.com • Discovery Health www.discovery.com • veryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observations • Visual skill checklist • Open Ended Questions • Lesson Check • Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Performance Test • Written Assignment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Refer to accomodations indicated in IEPs, 504s, and ELL instruction.
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> • Reteach/peer teaching activities • Repeat, clarify, or reword directions • Restricted warm-up activities • Fewer skills spread out over a longer period of time • Lead-up games only • Modifications in equipment or playing area • Addition of special game rules for medical or other limitations • Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Present/Discuss sports current events • Teach and demonstrate skills to other students 	<ul style="list-style-type: none"> • Social Studies: Follow agreed upon rules for discussions (listening to others and take turns speaking about the topics) • ELA: Read various nonfiction books about nutrition and healthy eating. Write an opinion piece telling someone why they should eat healthy

Grade: 4	Content: Health
Domain: Disease and Conditions	Time Frame: 2-3 weeks

New Jersey Student Learning Standards:

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none">• How do we keep ourselves from becoming sick?• What are signs and symptoms of being sick.• What preventive diseases are associated with unhealthy lifestyles?	<ul style="list-style-type: none">• Healthy living and safety living is necessary to prevent diseases and live longer.• How do you know when you are becoming sick.	<p>Students will be able to:</p> <ul style="list-style-type: none">• Identify healthy habits, which may prevent the spread of germs.• Demonstrate an understanding of immunizations and vaccines.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none">• Extra time for assigned tasks• Communication system between home and school• Provide a warning for transitions• Buddy students with peers• Provide immediate feedback• Visual and verbal reminders	<ul style="list-style-type: none">• Adjust length of assignment• Communication system between home and school• Repeat clarify or reword directions• Small group instruction• Brief concrete directions• Provide immediate feedback• Visual graphic organizers

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> ● Germs ● Vaccines ● Immunization ● Wellness ● Common cold ● Hygiene ● Symptoms ● Early Detection ● Virus ● Common Cold ● Flu 	<ul style="list-style-type: none"> ● PE Central www.pecentral.com ● AAPHERD http://www.aapherd.com/ ● SHAPE America http://www.shapeamerica.com ● Discovery Health www.disco ● veryeducation.com ● 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observations ● Visual skill checklist ● Open Ended Questions ● Lesson Check ● Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Performance Test ● Written Test <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Refer to accomodations indicated in IEPs, 504s, and ELL instruction.
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> ● Social Studies: Follow agreed upon rules for discussions (listening to others and take turns speaking about the topics) ● Science: Compare and contrast what it means for us to be healthy.
<ul style="list-style-type: none"> ● Reteach/peer teaching activities ● Repeat, clarify, or reword directions ● Restricted warm-up activities ● Fewer skills spread out over a longer period of time ● Lead-up games only ● Modifications in equipment or playing area ● Addition of special game rules for medical or other limitations ● Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> ● Enrichment activities ● Independent student options ● Cross-curricular activities ● Present/Discuss sports current events ● Teach and demonstrate skills to other students 	

Grade: 4	Content: Health
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Domain: Assisting Others	Time Frame: 1-2 weeks
New Jersey Student Learning Standards:	
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
2.2.2.C. 1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.	
2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.	

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> How can you inspire others to be healthy? 	<ul style="list-style-type: none"> Personal and community wellness can impact the immediate community and society as a whole. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain ways in which one person can have a impact on others Identify effective ways to communicate in a group and problem solve together.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> Extra time for assigned tasks Communication system between home and school Provide a warning for transitions Buddy students with peers Provide immediate feedback Visual and verbal reminders 	<ul style="list-style-type: none"> Adjust length of assignment Communication system between home and school Repeat clarify or reword directions Small group instruction Brief concrete directions Provide immediate feedback Visual graphic organizers

Vocabulary	Resources	Assessment/Project
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<ul style="list-style-type: none"> • Community • Wellness • Respect • Values 	<ul style="list-style-type: none"> • PE Central www.pecentral.com • AAPHERD http://www.aapherd.com/ • SHAPE America http://www.shapeamerica.com • Discovery Health www.disco • veryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observations • Visual skill checklist • Open Ended Questions • Lesson Check • Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Performance Test • Written Tests <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Refer to accomodations indicated in IEPs, 504s, and ELL instruction.
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> • Reteach/peer teaching activities • Repeat, clarify, or reword directions • Restricted warm-up activities • Fewer skills spread out over a longer period of time • Lead-up games only • Modifications in equipment or playing area • Addition of special game rules for medical or other limitations • Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Present/Discuss sports current events • Teach and demonstrate skills to other students 	<ul style="list-style-type: none"> • Social Studies: Follow agreed upon rules for discussions (listening to others and take turns speaking about the topics) • Science: Compare and contrast what it means for us to be healthy.

Grade: 4	Content: Health
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Domain: Relationships	Time Frame: 3-4 weeks
New Jersey Student Learning Standards: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.2.2.C. 1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.	

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> • Why is it necessary to communicate with respect? • How do we learn to understand and respect diversity? 	<ul style="list-style-type: none"> • Tolerance, appreciation, and understanding of individual differences are necessary for social interaction. 	Students will be able to: <ul style="list-style-type: none"> • Understand that there are many different types of relationships and families. • Identify roles and responsibilities as they exist in families, schools, and the community.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • Extra time for assigned tasks • Communication system between home and school • Provide a warning for transitions • Buddy students with peers • Provide immediate feedback • Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Vocabulary	Resources	Assessment/Project
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<ul style="list-style-type: none"> • Relationship • Culture • Ethnicity • Family • Role • Affection • Technology • Social Media • Tolerance • Tradition • Values 	<ul style="list-style-type: none"> • PE Central www.pecentral.com • AAPHERD http://www.aapherd.com/ • SHAPE America http://www.shapeamerica.com • Discovery Health www.disco • veryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observations • Visual skill checklist • Open Ended Questions • Lesson Check • Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Performance Test • Written Test <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Refer to accomodations indicated in IEPs, 504s, and ELL instruction.
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> • Reteach/peer teaching activities • Repeat, clarify, or reword directions • Restricted warm-up activities • Fewer skills spread out over a longer period of time • Lead-up games only • Modifications in equipment or playing area • Addition of special game rules for medical or other limitations • Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Present/Discuss sports current events • Teach and demonstrate skills to other students 	<ul style="list-style-type: none"> • Social Studies: Follow agreed upon rules for discussions (listening to others and take turns speaking about the topics)

Grade: 4	Content: Health
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Domain: Medicines	Time Frame: 1 week
New Jersey Student Learning Standards:	
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
2.2.2.C. 1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.	
2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.	

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> • How do I know the proper way to take medication? • Why should I take medicine? • Who should I take medications from? 	<ul style="list-style-type: none"> • Medications must be used correctly in order to be safe and have the maximum benefit. • Prescription drugs should not be shared with others. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify different types of medicine and reasons to use them. • Understand procedures for the safe use of medicine. • Explain the benefits and harmful effects of medicines. • Differentiate between a medicine and a drug.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • Extra time for assigned tasks • Communication system between home and school • Provide a warning for transitions • Buddy students with peers • Provide immediate feedback • Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Vocabulary	Resources	Assessment/Project
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<ul style="list-style-type: none"> • Drug • Medicine • Illness • Side effect • Safety • Prescription 	<ul style="list-style-type: none"> • PE Central www.pecentral.com • AAPHERD http://www.aapherd.com/ • SHAPE America http://www.shapeamerica.com • Discovery Health www.disco • veryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observations • Visual skill checklist • Open Ended Questions • Lesson Check • Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Performance Test • Written Test <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Refer to accomodations indicated in IEPs, 504s, and ELL instruction.
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> • Social Studies: Follow agreed upon rules for discussions (listening to others and take turns speaking about the topics) • Science: Compare and contrast what it means for us to be healthy.
<ul style="list-style-type: none"> • Reteach/peer teaching activities • Repeat, clarify, or reword directions • Restricted warm-up activities • Fewer skills spread out over a longer period of time • Lead-up games only • Modifications in equipment or playing area • Addition of special game rules for medical or other limitations • Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Present/Discuss sports current events • Teach and demonstrate skills to other students 	

Grade: 4	Content: Health
Domain: Alcohol, Tobacco, and Drugs; Dependency and Addiction	Time Frame: 2-3 weeks
New Jersey Student Learning Standards:	
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
2.2.2.C. 1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.	
2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.	

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> • Why do people choose to use alcohol, tobacco, and other drugs when they are aware of the negative effects? • How do I make the “right” decisions when being pressured? • What are the harmful effects of alcohol and drugs on the body system? 	<ul style="list-style-type: none"> • Research has clearly established that alcohol, tobacco, and other drugs have a variety of harmful effects on the human body, brain and relationships. • Substance abuse creates physiological, emotional, and social problems that require help from a healthcare professional. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify diseases associated with alcohol and tobacco. • Explain the impact tobacco has on the environment and others. • Understand the harmful effects of alcohol and tobacco on the body systems. • Identify the signs and symptoms of substance abusers.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • Extra time for assigned tasks • Communication system between home and school • Provide a warning for transitions • Buddy students with peers • Provide immediate feedback • Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> • Tobacco • Alcohol • Drug • Treatment • Disease • Side Effect • Respiratory System • Digestive System • Cancer 	<ul style="list-style-type: none"> • PE Central www.pecentral.com • AAPHERD http://www.aapherd.com/ • SHAPE America http://www.shapeamerica.com • Discovery Health www.disco • veryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observations • Visual skill checklist • Open Ended Questions • Lesson Check • Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Performance Test • Written Test <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Refer to accomodations indicated in IEPs, 504s, and ELL instruction.
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> • Social Studies: Follow agreed upon rules for discussions (listening to others and take turns speaking about the topics)
<ul style="list-style-type: none"> • Reteach/peer teaching activities • Repeat, clarify, or reword directions • Restricted warm-up activities • Fewer skills spread out over a longer period of time • Lead-up games only • Modifications in equipment or playing area • Addition of special game rules for medical or other limitations • Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Present/Discuss sports current events • Teach and demonstrate skills to other students 	

Grade: 4

Content: Health Education

Unit: Sexuality, Parenting and Pregnancy	Time Frame: 2-3 Weeks
New Jersey Student Learning Standards: 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle 2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages	

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> • How do you know when you are ready to have a child? • Identify and explain the parts of the reproductive system. • Why does puberty begin and end at different ages for different people. 	<ul style="list-style-type: none"> • Raising a child requires physical economical social and intellectual commitment. • Prenatal care has a direct impact on delivery and long-term health of a child. 	Students will be able to: <ul style="list-style-type: none"> • Label and identify male and female reproductive organs/systems

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • Extra time for assigned tasks • Communication system between home and school • Provide a warning for transitions • Buddy students with peers • Provide immediate feedback • Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Vocabulary	Resources	Assessment/Project
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<ul style="list-style-type: none"> • Ovum • Sperm • Fertilization • Reproductive Organs 	<ul style="list-style-type: none"> • PE Central www.pecentral.com • AAHPERD http://www.aahperd.com/ • SHAPE America http://www.shapeamerica.org/ • Discovery Health http://www.Discoveryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observations (Pair-Share, Q and A) • Visual skills checklist • Teacher rubric • Open Ended Questions • Lesson Check • Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Written Test • Performance Test <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.
Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> • Reteach/peer teaching activities • Repeat, clarify, or reword directions • Short manageable tasks • Fewer skills spread out over a longer period of time • Structured groups • Give students more wait time: at least 15-20 seconds • Repeat and rephrase often • Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment Activities • Advanced Learner Activities • Independent student options • Open-ended activities • Cross-curricular activities • Compare, contrast, and analyze health statistics • Teach and demonstrate skills to other students • Monitor subgroup of students • Peer leadership 	<ul style="list-style-type: none"> • Social Studies: Follow agreed upon rules for discussions (listening to others and take turns speaking about the topics) • Science: Compare and contrast what it means for us to be healthy.